

Simplifying Performance

What is meant by Workforce Development?

The phrase, workforce development, encompasses programs that prepare people for employment and career advancement throughout their lives, and includes, but is not limited to:

- Secondary and Postsecondary Career and Technical Education
- The Employment Service, Workforce Investment Act (WIA) Title III
- Workforce Investment Act Title I-B
- Trade Adjustment Assistance Act
- Adult Education and Family Literacy, WIA Title II
- Vocational Rehabilitation, WIA Title IV
- Temporary Assistance for Needy Families Work Program
- Apprenticeship

Accountability Measures

Short-term Employment Rate

Long-term Employment Rate

Earnings Level

Credential Completion Rate

Repeat Employer Customers

Performance Indicators

Employer Market Penetration

Taxpayer Return on Investment

Participant Return on Investment

Integrated Performance Information

provides a blueprint for simplifying the measures that are used to report results across programs and at all levels of the workforce development system- from institutions, to local areas, to states, or for programs as a system. It responds to the longstanding challenge and frustration caused by multiple, inconsistent performance measures across workforce development programs, a multiplicity that impedes collaboration-in both planning and service delivery-and befuddles policy makers. It also responds to shortcomings in programs' management information systems that do not track participants over time or report performance in a consistent manner.

Integrated performance information is more than a shared information system or set of consistent measures. It also requires institutions and practices to support shared accountability for results. The *Integrated Performance Information Blueprint* discusses each of the steps involved:

- Establishing authority
- Building a culture of shared accountability and trust
- Generating capacity
- Crafting performance measures
- Setting and using targets, and
- Creating and maintaining a shared information system

To download a full copy of the Blueprint, visit:
<http://www.wtb.wa.gov/ipi.pdf>



Key Information for Workforce Development A Blueprint for States

Some states are at the initial stage of considering whether they want integrated performance information; others may have been at it for a long time but are interested in improving their work. States may want to consider portions of the Blueprint, or the whole thing-whichever best suits their needs. In either case, the Blueprint is intended to be of assistance.

The Benefits

There are many advantages to states having integrated performance information. They include:

- Increased accountability
- Improved strategic planning
- Better research
- More efficient use of resources, and
- A sense of shared-responsibility among workforce development programs

These advantages can improve the credibility of workforce programs and enhance the support they receive, and ultimately further their ability to serve customers.

The Blueprint was a collaborative effort of the states of Florida, Michigan, Montana, Oregon, Texas, and Washington with the financial support of the U.S. Department of Labor. Washington State's Workforce Training and Education Coordinating Board with the assistance of the National Governors Association's Center for Best Practices convened teams from each of the six states representing a cross-section of workforce programs. This diversity of representation provided perspectives from an array of programs to arrive at solutions that were acceptable to all.

Questions IPI can answer:

- What kinds of jobs are program participants getting?
- What industries are employing them?
- How much are they earning?
- Are they staying on the job?

For example: To what extent do individuals who obtain employment in hospitality or retail sales achieve wage progression over time?

- What strategies, combinations of strategies, and approaches yield the best results for employment?
... for reducing social-welfare payments?
... for reducing incarceration?

For example: Do postsecondary career and technical education students have better results if they first complete career and technical education in high school?

- How do gender, race, prior education or employment, or disabilities affect results?

For example: Does the effectiveness of job search assistance or training depend on previous employment?

- What is the difference in results for program participants who complete and those who do not?

For example: Does obtaining a certificate or diploma matter?

- Are there geographic differences in what works and what doesn't?

For example: Do some areas have more success in serving people with disabilities and might be offered as examples to others?

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t consistent targets

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